

## Grade 7 Integrated Language Arts Unit

### Lesson 3: Poverty Unnoticed

#### Connections to Financial Literacy

In this lesson, students will analyze media texts (i.e. Public Service Announcements) from Poverty Awareness campaigns. In viewing the PSAs, students will themselves develop an awareness of poverty existing in their own communities and be introduced to charitable organizations. These campaigns will allow students to consider how they might be able to become involved in active citizenship in their local community.

“All students should be encouraged to become responsible, engaged, and compassionate citizens. Students should be able not only to make responsible personal choices but also to understand the implications those choices may have for their local communities, for Canada, and for the rest of the world. Financial literacy education can help students develop into skilled, knowledgeable, caring citizens who can contribute to a strong economy and a cohesive society.”  
(*A Sound Investment: Financial Literacy Education in Ontario Schools*, p. 21).

- social, ethical and environmental implications of financial decisions;
- active citizenship

#### Lesson 3 integrates:

- Language Arts
  - Reading
  - Writing
  - Media Literacy

### Curriculum Expectations

#### Language Arts

##### Overall Expectations:

##### **Reading:**

**1.** read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

##### Specific Expectations:

##### **Demonstrating Understanding**

**1.4** demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

##### **Making Inferences/Interpreting Texts**

**1.5** develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

**Writing:**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience

**Media Literacy**

1. demonstrate an understanding of a variety of media texts

**Analysing Texts**

1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction

**Developing Ideas**

1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose

**Classifying Ideas**

1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**Purpose and Audience**

1.1 explain how various media texts address their intended purpose and audience

**Making Inferences/Interpreting Messages**

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations

**Responding to and Evaluating Texts**

1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

**Production Perspectives**


1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

## Learning Goals

**At the end of this lesson, students will know, understand and/or be able to...**

- use the Media Triangle to gain deeper understandings of Media Texts;
- compare the effectiveness of print ads versus video ads;
- infer meaning from texts;
- build their understanding of topics through discussions with peers.

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>It is recommended, but not essential, that students have had experience using the Media Triangle and its guiding questions prior to this activity.</p> <p>The teacher may want to provide the students some background information on the Salvation Army, so that they have a better understanding when answering the Media Triangle questions (specifically the production questions).</p> <p><b>“The Salvation Army is a Protestant Christian church known for its thrift stores and charity work. It is an international movement that currently works in over 120 countries.”</b> (see: <a href="http://en.wikipedia.org/wiki/The_Salvation_Army">http://en.wikipedia.org/wiki/The_Salvation_Army</a> for more information).</p> <p><b>Idea Networking Activity:</b> Students are given time to record their thinking to a question posed by the teacher on a cue card or post-it note. Students are then invited to walk around the room, share their ideas with other students. They record any new ideas they have gained from ‘networking’ with their peers.</p>	<ul style="list-style-type: none"> <li>• Media Triangle</li> <li>• Production</li> <li>• Text</li> <li>• Audience</li> <li>• PSA (Public Service Announcement)</li> <li>• The Salvation Army</li> </ul>	<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>• Computer with Internet Access</li> <li>• LCD projector</li> <li>• Public Service Announcement: <i>Toonies for Tummies</i> Weblink: <a href="http://www.youtube.com/watch?v=c3h5hv-gy4Q">http://www.youtube.com/watch?v=c3h5hv-gy4Q</a> )</li> <li>• <b>Grade 7 Appendix 3-1: Media Triangle Understanding Media Texts</b> (<i>Guide to Effective Literacy Instruction Grades 4-6 Vol 7: Media Literacy; page 39</i>)</li> <li>• Chart paper</li> <li>• Markers</li> <li>• Post it notes or cue cards</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• <b>Grade 7 BLM 3-1: Media Triangle Student Question Pages</b></li> <li>• <b>Grade 7 BLM 3-2: Finding the Meaning</b></li> <li>• Computer with Internet access (YouTube)</li> <li>• One computer/partner group of students</li> <li>• Public Service Announcements: <i>We See What Most People Don't</i> (Salvation Army) Weblink: <a href="http://www.youtube.com/watch?v=HbGZTyIGQK4">http://www.youtube.com/watch?v=HbGZTyIGQK4</a></li> </ul> <p>Print Ad Weblink: <a href="http://theinspirationroom.com/daily/2006/salvation-army-invisible-people/">http://theinspirationroom.com/daily/2006/salvation-army-invisible-people/</a></p>

		<ul style="list-style-type: none"><li>• <b>Grade 7 Appendix 3-2: Anecdotal Recording Sheet</b></li></ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"><li>• Student Response Journal</li></ul>
<p><b>Minds On</b></p> <ul style="list-style-type: none"><li>♦ Establishing a positive learning environment</li><li>♦ Connecting to prior learning and/or experiences</li><li>♦ Setting the context for learning</li></ul>		
<p><b>Lesson Description</b></p>		<p><b>Notes to teacher:</b></p>
<p><b>Examining a Public Service Announcement using the Media Triangle</b></p> <p><b>Whole Class</b></p> <ul style="list-style-type: none"><li>• As a whole class, view the Public Service Announcement ‘<b>Toonies for Tummies</b>’ (<a href="http://www.youtube.com/watch?v=c3h5hv-gy4Q">http://www.youtube.com/watch?v=c3h5hv-gy4Q</a>)</li></ul> <div></div> <ul style="list-style-type: none"><li>• Ask the students:<ul style="list-style-type: none"><li>○ “How is this Public Service Announcement connected to the story <i>Fly Away Home</i> ?”(from Lesson 2) – have the students use a <i>Think-Pair-Share</i> strategy before asking for whole group responses</li></ul></li><li>• If the students do not surface the idea that <b>people living in poverty often go unnoticed</b>, then the teacher may want to guide the students’ discussion by reading the following quote from <i>Fly Away Home</i> “<b>Dad says they broke the first rule of living here. Don’t get noticed. Dad and I try not to get noticed.</b>”</li></ul>		<p><b>A for L</b> Assessment <b>for</b> learning</p> <p>Through conversations with the students, the teacher will be able to determine whether the students understand the themes emerging, including: <i>Many people living in poverty go unnoticed; public service (including PSAs) is a way to support those in need and bring public awareness to community concerns.</i></p>

**AOL** Assessment **for** learning

Through conversations with the students, the teacher will be able to determine whether the students understand the themes emerging, including: *Many people living in poverty go unnoticed; public service (including PSAs) is a way to support those in need and bring public awareness to community concerns.*

- The teacher may want to ask some probing questions like:
  - “Why might people living in poverty go unnoticed?”
  - “Why might someone who is living in poverty not want others to know their circumstance?”
  - “Why do organizations make Public Service Announcements like this one?”
- After the students have had a chance to discuss the PSA and its connection to *Fly Away Home*, the teacher will introduce the Media Triangle with its guiding questions (**BLM 3-1: Media Triangle Understanding Media Texts**)
- The teacher explains to the students that when gaining a deeper understanding of the meaning of Media Texts (like a PSA) it is important to examine all three sides of the Media Triangle – Text, Audience and Production.
- The teacher then directs the students to examine the questions on the tent card and asks them to think of the responses they might give for the *Toonies for Tummies* PSA.
- After individual think time, the teacher will pre-select 2 to 3 questions from each of the 3 sides of the triangle (the questions and responses might be recorded on the chalkboard, chart paper, computer/LCD or using a document camera).
- The teacher, using a *think aloud strategy*, models, for the students, the responses to one of the selected questions for each of the 3 sides of the Media Triangle.
- Once the responses have been modeled, the teacher invites the students in the class to **share** their responses to the remaining selected questions (the teacher may decide to use the Think-Pair-Share strategy before asking students to share their ideas with the class).
- The teacher records the student responses, as they are given.
- Once the responses to each of the selected questions are recorded, the teacher poses the question:



#### Differentiated Instruction

Teacher will model how to complete the graphic organizer, before gradually releasing the responsibility to the students.

- “Using the responses to the Media Triangle questions and your own ideas, explain the meaning of the Toonies for Tummies PSA”.
- The students will record their thinking on a Post-it Note or cue card,.
- Using the “Idea Networking Activity” (see Instructional Component Section for description of strategy), have students share and record new ideas on their own Post-it/Cue Card
- At the end of the activity, the teacher asks for volunteers to share their meanings orally (including any new ideas from the ‘Ideas Networking Activity’)
- Teacher invites students to post their meaning cards on the centre of a large triangle (posted by the teacher), representing the ‘Meaning’ of the Media Triangle.

### Action

- ◆ Introducing new learning or extending/reinforcing prior learning
- ◆ Providing opportunities for practice and application of learning (guided → independent)

### Lesson Description

### Notes to teacher:

#### Jigsaw Activity: Examining and Comparing Public Service Announcement Video and Print Ads

##### Description:

- The teacher explains to the students that they will be working in partners to examine two forms of media text (video and poster) from the same campaign: *The Salvation Army’s “We See What Most Don’t”*.

Weblink:

<http://www.youtube.com/watch?v=HbGZTYlGQK4>



#### Differentiated Instruction

The teacher may want to strategically pre-select partner groupings to set students up for success (process/affect).

If able to provide each partner grouping with access to their own computers, then each group would be able to view and review the video as many times as needed to complete the task (DI - process).

- Each partner group will be responsible for examining the texts by focusing on one side of the Media Triangle.
- Once the partners have completed their responses, they will join with two other partner groups who have examined the remaining two sides of the triangle. By sharing their responses to each side of the triangle, the students will get a deeper understanding of the meaning of the Media Texts.

### Jigsaw Classroom Management

- Have the students select a partner
- The teacher will number the partner groups 1, 2 or 3
- All partner groups assigned number 1 will be the *Audience* Expert Group
- All partner groups assigned number 2 will be the *Production* Expert Group
- All partner groups assigned number 3 will be the *Text* Expert Group
- Provide each partner group with the appropriate question response sheets from **Grade 7 BLM 3-2: Media Triangle Student Question Pages**
- In their partner *expert groups*, the students will work together by viewing and responding to their Media Triangle Questions for both the “We See What Most Don’t” video and poster campaign.
- When each of the groups have completed their side of the Media Triangle, the teacher will re-organize the groups into their ‘Jigsaw Group’, creating new groups of 6 (representing each side of the Media Triangle)
- In their new groups, students will take turns sharing their findings and work together to complete **Grade 7 BLM 3-3: Finding the Meaning** worksheet (Note: each student may want to record notes on their own individual paper, so that they have this page for reference during the consolidation discussion).
- Students will complete **BLM 3-3: Finding the Meaning** by including evidence gathered from each of the 3 groups (i.e. Text, Audience and Production).

**Note:** it is ideal for the students to each have access to a computer to allow them to view and review the videos and posters at their own pace. Alternately, the video and posters can be viewed by the whole class, provided time to answer some questions and then review additional times.

### **Assessment as Learning**

Have the students co-constructed criteria for a ‘good response’ on the ‘Finding the Meaning’ page.

e.g.:

- Plausible meaning of text is identified
- Explanation of meaning makes reference to evidence from the text including all three sides of the Media Triangle

### **Assessment as Learning**

Students will be encouraged to review their work once it is complete and be directed to use the co-constructed criteria to check and make improvements to their work as needed.



**Consolidation**

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

**Lesson Description****Notes to teacher:****Stating a Preference and Class Discussion**

- Once the groups have completed **BLM 3-3: Finding the Meaning** and have determined their preference between the Print Ad and Video, the teacher asks those who chose the print ad to go to one side of the room, and those who chose the video to go to the other.
- The teacher asks for volunteers to share why they selected their preferred format of the Media Text
- For a consolidation discussion, the teacher will form new groups of about 4-6 students, preferably with a mix of students who prefer the video and those who prefer the print ad (this will of course depend upon the outcome of the students' preference)
- Guiding questions for discussion:
  - "What is the meaning of the text?"
  - "What is your preference (video/print ad) and why?"
  - "Why do you think the Salvation Army would invest in both video and print ads for their campaign?"
  - "What impact did this campaign have on you?"

**Differentiated Instruction**

Opportunities for Purposeful Talk allows students to continue to build their understanding by listening to the ideas and perspectives of others, and also provides an opportunity for students who may struggle with writing an opportunity to share thoughts that might not be easily communicated through writing.

**Assessment of learning**

During the Consolidation Discussion, the teacher is encouraged to listen to the students' conversations and record anecdotal notes of what is being discussed (Observational Data). The teacher may also want to interject in the conversations and question individual students or groups of students. The responses to the teachers questions should be assessed and recorded in the teacher's anecdotal notes (Conversational Data).

**Assessment of learning**

The teacher can use the Co-constructed Criteria list to assess 'Finding the Meaning' activity, and provide descriptive feedback to each group. The criteria can be used as a checklist to determine who has **Met** or **Not Yet Met** the criteria, for assessing the *Finding the Meaning* assignment.

**The Critical Question**

*How might I use my understanding of poverty to engage in active citizenship?*

Remember to draw the students attention to the Critical Question after the consolidation discussion.

- Before students are provided time to record their thoughts, the teacher should pose the question to the entire class:
  - "How are public service announcements an example of engaging in active citizenship?"



- Provide time for students to record their response, new thoughts and ideas in their Reflection Journal.

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